

## Sandhills Intermediate

140 Lewis Rast Road  
Swansea, South Carolina 29160

<b>Grades</b>	5-6 Elementary School	
<b>Enrollment</b>	540 Students	
<b>Principal</b>	Justin Nutter	803-568-1250
<b>Superintendent</b>	Dr. J. Franklin Vail	803-568-1000
<b>Board Chair</b>	Chris Pound	803-791-7615

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	19	57	22	1

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Below Average	No
<b>2005</b>	Below Average	Unsatisfactory	No

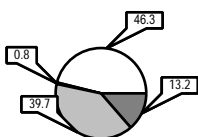
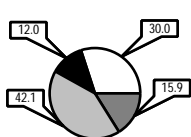
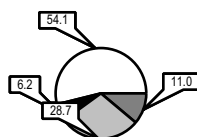
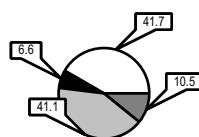
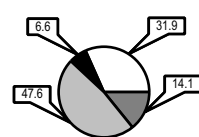
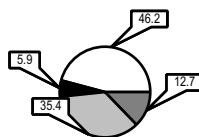
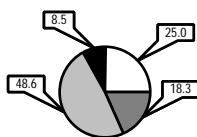
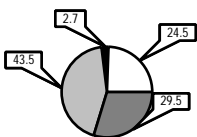
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	526	99.4	46.2	39.8	13.3	0.8	22.6	No	Yes
<b>Gender</b>									
Male	248	99.2	56.6	34.5	8.4	0.4	16.8		
Female	278	99.6	37.0	44.4	17.5	1.2	27.6		
<b>Racial/Ethnic Group</b>									
White	390	99.5	42.3	42.3	14.3	1.1	25.5	No	Yes
African American	121	100.0	58.4	32.7	8.8	0.0	12.4	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	92.3	45.5	27.3	27.3	0.0	27.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	424	99.5	38.3	44.8	15.8	1.0	27.2		
Disabled	102	99.0	77.3	19.6	3.1	0.0	4.1	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	526	99.4	46.2	39.8	13.3	0.8	22.6		
<b>English Proficiency</b>									
Limited English Proficient	5	60.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	521	99.8	46.0	39.8	13.3	0.8	22.7		
<b>Socio-Economic Status</b>									
Subsidized meals	386	99.5	50.0	38.8	10.6	0.6	18.7	No	Yes
Full-pay meals	140	99.3	35.2	42.4	20.8	1.6	33.6		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	526	99.8	30.0	42.1	15.9	12.0	42.1	Yes	Yes
<b>Gender</b>									
Male	248	99.6	37.4	37.0	14.1	11.5	36.6		
Female	278	100.0	23.3	46.7	17.5	12.5	47.1		
<b>Racial/Ethnic Group</b>									
White	390	99.7	28.0	41.5	16.2	14.3	44.5	Yes	Yes
African American	121	100.0	34.5	46.9	15.0	3.5	35.4	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	50.0	25.0	8.3	16.7	25.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	424	100.0	21.4	46.3	17.6	14.7	49.1		
Disabled	102	99.0	63.9	25.8	9.3	1.0	14.4	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	526	99.8	30.0	42.1	15.9	12.0	42.1		
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	521	99.8	29.6	42.3	16.0	12.1	42.5		
<b>Socio-Economic Status</b>									
Subsidized meals	386	99.7	31.8	42.9	17.3	8.1	39.6	Yes	Yes
Full-pay meals	140	100.0	24.8	40.0	12.0	23.2	49.6		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	525	99.2	53.8	28.9	11.0	6.2	17.3
<b>Gender</b>							
Male	248	98.8	56.0	27.6	11.1	5.3	16.4
Female	277	99.6	52.0	30.1	10.9	7.0	18.0
<b>Racial/Ethnic Group</b>							
White	389	99.0	51.8	27.6	13.0	7.6	20.6
African American	121	100.0	60.2	32.7	5.3	1.8	7.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	13	92.3	63.6	18.2	9.1	9.1	18.2
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	423	99.5	46.8	33.0	12.5	7.8	20.3
Disabled	102	98.0	82.3	12.5	5.2	0.0	5.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	525	99.2	53.8	28.9	11.0	6.2	17.3
<b>English Proficiency</b>							
Limited English Proficient	5	60.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	520	99.6	53.6	29.1	11.1	6.3	17.4
<b>Socio-Economic Status</b>							
Subsidized meals	386	99.2	58.3	28.3	8.4	5.0	13.4
Full-pay meals	139	99.3	41.1	30.6	18.5	9.7	28.2

<b>Social Studies</b>							
All Students	525	99.4	41.5	41.3	10.6	6.6	17.2
<b>Gender</b>							
Male	248	99.2	45.1	36.3	11.9	6.6	18.6
Female	277	99.6	38.3	45.7	9.4	6.6	16.0
<b>Racial/Ethnic Group</b>							
White	389	99.5	41.3	39.0	11.8	7.9	19.7
African American	121	100.0	42.5	48.7	7.1	1.8	8.8
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	13	92.3	45.5	36.4	0.0	18.2	18.2
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	423	99.5	35.1	44.7	11.9	8.3	20.3
Disabled	102	99.0	67.0	27.8	5.2	0.0	5.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	525	99.4	41.5	41.3	10.6	6.6	17.2
<b>English Proficiency</b>							
Limited English Proficient	5	60.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	520	99.8	41.3	41.3	10.6	6.7	17.3
<b>Socio-Economic Status</b>							
Subsidized meals	386	99.5	43.9	42.7	8.1	5.3	13.4
Full-pay meals	139	99.3	34.7	37.1	17.7	10.5	28.2

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	281	99.3	31.6	54.5	13.5	0.4	13.8
	6	279	99.3	52.7	32.2	13.9	1.1	15.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	253	99.2	37.4	47.0	15.7	0.0	15.7
	6	273	99.6	53.6	33.6	11.2	1.6	12.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	281	98.9	31.0	47.1	15.0	6.9	21.9
	6	279	100.0	28.0	37.8	21.8	12.4	34.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	253	99.6	28.6	46.8	13.4	11.3	24.7
	6	273	100.0	30.8	38.0	18.4	12.8	31.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	253	99.2	54.3	24.8	13.5	7.4	20.9
	6	272	99.3	52.8	33.1	8.9	5.2	14.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	253	99.2	43.5	40.0	10.0	6.5	16.5
	6	272	99.6	39.0	43.0	11.2	6.8	18.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 540)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	0.9%	Up from 0.3%	3.5%	3.0%
Attendance rate	95.0%	Up from 94.8%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.1%	Down from 4.7%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.2%	Down from 4.0%	3.6%	3.2%
Eligible for gifted and talented	13.9%	Up from 11.4%	9.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.7%	Up from 13.1%	9.3%	8.2%
Older than usual for grade	1.7%	Up from 0.7%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.9%	0.0%	0.0%
<b>Teachers (n= 36)</b>				
Teachers with advanced degrees	38.9%	Down from 44.4%	48.1%	52.6%
Continuing contract teachers	50.0%	Down from 61.1%	84.3%	83.3%
Highly qualified teachers	80.0%	Down from 81.5%	94.2%	93.5%
Teachers with emergency or provisional certificates	9.5%	Down from 11.5%	0.0%	0.0%
Teachers returning from previous year	73.2%	N/A	86.2%	87.0%
Teacher attendance rate	93.0%	Down from 94.8%	94.8%	95.0%
Average teacher salary	\$36,698	Up 6.4%	\$40,898	\$41,703
Prof. development days/teacher	14.2 days	Up from 10.5 days	13.4 days	12.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Down from 23.3 to 1	18.5 to 1	18.8 to 1
Prime instructional time	85.2%	Down from 88.1%	89.4%	89.8%
Dollars spent per pupil*	\$5,588	Up 4.8%	\$6,238	\$6,242
Percent of expenditures for teacher salaries*	57.2%	Down from 62.5%	64.4%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.1%	Up from 98.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Sandhills Intermediate School's mission is to "Ensure Every Student's Success" by making the learning needs of students the primary focus of all decisions. Our 2004-05 theme, "On Beyond Ordinary," emphasized our desire to provide our students with extraordinary learning experiences in a supportive, safe, and engaging culture. With the ongoing collaboration of our faculty, parents, and community, we have made significant progress taking SIS beyond the ordinary this year!

Significant improvements that have been facilitated by our instructional team with the assistance of our School Improvement Council included the creation of the SIS Parent University program to expose parents to our curriculum and instructional strategies in order to provide opportunities to extend student learning experiences beyond the classroom. In addition, the creation and implementation of our PACE (Promoting Academic and Character Excellence) program to meet the needs of at-risk students with academic and social challenges through focused, personalized assistance reinforced our school's mission to promote the success of every student. Finally, the continued development of our Parent Volunteer Program resulted in unprecedented levels of parent involvement in the daily learning environment at SIS. We are proud of the commitment our parents have made this year on behalf of our students!

Increasing our expertise in order to meet the needs of every student continues to be a passion of our instructional team. Team members were involved in a myriad of opportunities throughout the year including a South Carolina Reading Initiative study group, quarterly curriculum workshops used to refine our social studies and mathematics curriculum, and training led by our science and literacy coach to embed literacy and inquiry into the science curriculum. Our commitment to provide outstanding technology resources for our students was demonstrated through the acquisition, training, and classroom utilization of instructional video streaming, Everyday Mathematics and Orchard instructional software, and a set of palm pilots.

Future challenges identified by the SIS School Improvement Council and our instructional team include individualizing instruction to meet the diverse academic needs of each individual student, improving assessment strategies and use of data in order to focus instructional efforts and resources on specific areas of need, and continuing to promote parent and community involvement. In order to meet these challenges, our goals for the 2005-06 school year include the implementation of a school-wide student intervention framework, focused professional development on differentiating instructional strategies and effective assessment of student performance, continued development and expansion of the SIS Parent University, and the creation of a parent resource center.

The SIS instructional team and the SIS School Improvement Council invite you to take an active role in the success of Sandhills Intermediate School this year. We pledge to continue to go beyond the ordinary to demonstrate our commitment to "Ensure Every Student's Success."

Skip Broome, School Improvement Council Chair and Justin Nutter, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	23	257	152
Percent satisfied with learning environment	100.0%	74.8%	75.7%
Percent satisfied with social and physical environment	100.0%	74.4%	71.8%
Percent satisfied with school-home relations	56.5%	81.6%	63.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.